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ABSTRACT

After noting that the principles of clinical supervision and management by objectives (MBO) may at first appear to be contradictory, the author briefly describes a system attempting to adapt and combine components of these two movements in a practical supervisory system in a secondary school. He first explains the supervisory process in general and the system's adaptation of it to three formal stages: the completion of a preobservation form by the teacher, the observation of the teacher (focusing on a particular aspect of classroom behavior), and a conference with the teacher. The MBO approach is then applied to the supervisory process. In this system the departmental chairperson and the principal agree on the number of teacher observations to be made each semester and determine a focus for each observation appropriate to the teacher. Teachers themselves are asked to state their own performance objectives related to this focus and to state how they will accomplish them and evaluate their achievement. The remaining nine pages of the document consist of forms used in an integrated clinical supervision-management by objectives supervisory system. Some of these forms are to be used where performance objectives pertain to teacher questionning techniques. (Author/JM)

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CLINICAL SUPERVISION AND MANAGEMENT BY OBJECTIVES:

AN INTEGRATED APPROACH FOR SCHOOL SUPERVISION

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CLINICAL SUPERVISION AND MANAGEMENT BY OBJECTIVES: AN INTEGRATED APPROACH FOR SCHOOL SUPERVISION

Both clinical supervision and management by objectives are movements of the 1960s and 1970s. They proceed from quite different premises. Clinical supervision is an educational version of client-centered therapy, an approach to psychological treatment and personal growth which assumes that persons under therapy, better than anyone else, are able to solve their own problems. The role of the therapist is to allow growth to occur by providing personal support and an accepting environment. In its clinical supervision application, the supervisor helps teachers to discover 'who they are' as teachers; the assumption is that the teachers must develop the capacity to direct their own growth as teachers. A supervisor who hands out advice may assist the teacher in a specific instance but does not create in the teacher the capacity to continue to develop. As the old saying goes, the teacher should be taught how to catch fish rather than handed one.

Management by objectives emerges from a very different psychological base. A fundamental tenet of behaviorism is the clear definition, at the outset of an activity, of the outcome expected. The behavioral objective is first and foremost the description in concrete terms of the performance that is the goal of training or instruction. Its translation from the laboratory training of animals to the development of performance objectives for corporate managers and behavioral instructional objectives for schoolchildren has one of the most interesting and influential movements in the past two decades--in business and government as well as in educational organizations.

The essential characteristics of these two movements are quite opposite. Clinical supervision avoids restrictive advice or direction; management by

objectives sets a tangible, measurable goal which eliminates all activity and effort not honed in on the goal. The integration of these two apparently opposite themes seems a difficult if not contradictory enterprise.

Yet one of the first and most influential proponents of 'client-centered' management, Douglas McGregor, proposed management by objectives as one of the devices by which the optimistic assumptions contained in 'Theory Y' could be implemented. McGregor argued that performance goals could be devised in a way which promoted participation and responsibility and fulfilled the employee's need for self-actualization.

The integration of a client-centered approach to the supervision of teaching and of an emphasis on the setting of objectives for the improvement of teaching could be a very powerful and effective combination. Below is a system which was implemented over a period of six years which attempted to adapt and combine the principles of these two movements in a practical supervisory system in a secondary school. This description is divided into three sections:

A. the supervisory process in general;

B. an MBO approach to the supervisor's responsibility; and

C. forms for the implementation of the system.

A. THE SUPERVISORY PROCESS IN GENERAL

Several years ago a supervisory process known as 'clinical supervision' was introduced into Regis High School in New York City. Clinical supervision has five stages.

1. <u>Pre-observation</u> - usually a meeting between supervisor and teacher to set expectations on what the objectives

of the class session are, how the class fits into a larger context of the course, how the supervisor can be most helpful to the teacher.

2. Observation - the visit of the supervisor to the classroom; the objective of the visit is to collect as much objective data as possible about what is happening in the classroom rather than to make evaluative judgments.
3. Strategy session - the supervisor goes over his written record of the class to discover patterns of teacher behavior which emerge for the data collected; the supervisor makes decisions on what would be most helpful to feedback to the teacher.
4. The conference - supervisor and teacher meet and go over the data collected, attempting to draw mutual conclusions from what happened in the class; what the teacher concludes from the data of the class in terms of his/her stated objectives is seen as more important than "advice" given by the supervisor.
5. Post-conference - the supervisor reflects on the first four steps and evaluates whether the process has been helpful to the teacher; he/she sets down on paper written reminders for the next supervisory session.

The stages of this process are no more than common sense; before supervision the supervisor should have a knowledge of the context of the particular class; there should be a diligent recording of what actually happened in the

class; the supervisor should analyze how he/she can be most helpful to the teacher on the basis of what has occurred; there should be an exploration with the teacher of what has been observed; finally, the supervisor should reflect on his/her own performance as a supervisor.

The advantages of this process are clear; its disadvantage is the great deal of time and planning that it requires to move formally through the five stages. Consequently, in order to make the process more manageable, the clinical supervisory process will be adapted and reduced to three formal stages:

1. a pre-observation form to be completed by the teacher,
2. the observation focusing on the collection of data and, in a particular class, on the collection of concrete observations on a particular aspect of the classroom behavior of teacher and students, and
3. a conference with the teacher and summary report to be submitted to the headmaster.

The other two elements should be performed informally.

This simplified process should reduce the amount of time that is required for each instance of supervision while, at the same time, preserving the key elements of the clinical supervision process.

B. AN MBO APPROACH TO THE SUPERVISOR'S RESPONSIBILITY

In applying management by objectives to the design of overall plan of supervision, the principal, in conjunction with the department chairperson, must define the supervisory objectives for each department. This definition concerns not only the number and timetable of visits specified for each teacher

but also agreement on the focus of concern in dealing with individual teachers. The department chairperson is expected to identify the strengths and weaknesses within the department, to set parallel objectives for meeting needs, and to devise a supervisory plan to effect improvement. The principal and department chairperson agree on the targets which then become the guidelines for periodic, and eventually, final evaluation of the effectiveness of the department chairperson in the supervisory role.

For example, an agreement might be reached between the principal and the English department chairperson that an experienced teacher should be visited four times in the course of the year, twice in the first semester and twice in the second semester. A joint review of past supervisory visits to Teacher A might indicate that the most useful focus would be questioning techniques and method of teaching writing (see below). Teacher B, a new teacher without experience, might be scheduled by the principal and the department head to be visited seven times in the course of the year, four times in the first semester and three in the second semester. Specific objectives for supervision of this teacher could also be identified, focusing on problems which usually emerge for beginning teachers.

The chart on the next page provides the form for use in reaching agreement on each chairperson's supervisory targets for the academic year.

The headmaster will review each chairperson's supervisory activity in the middle of each semester and remind him/her both of the progress made towards the agreed-upon goals as well as of what remains to be accomplished.

Chairpersons will also note that the forms that are being used preliminary to class visitation and after the class visitation focus in large

_____CLASSROOM VISITATIONS*

DEPARTMENT_____CHAIRMAN:_____

name of teacher	first semester	second semester

The chairperson should arrange to have members of the department visit the chairperson's classes twice during the year; the teacher should submit the final summary report to the headmaster.

*indicated are the number of times the chairperson is expected to visit the teacher in each of the semesters.

part on the definition and pursuit of performance objectives. Teachers are asked to state what they intend to accomplish, how they will accomplish it, and how, eventually, they will evaluate whether students have, in fact, achieved the objectives.

C. FORMS USED IN AN INTEGRATED CLINICAL SUPERVISION-MANAGEMENT BY OBJECTIVES SUPERVISORY MODEL

In order to aid chairpersons with instruments useful in the collection of 'data' during their observations, the following forms have been devised. Chairpersons will recall that at the heart of the clinical supervision process is the presentation of an objective picture of the class based on an accurate record of what actually occurred in the class. The supervisory conference can then focus on this data rather than on the opinions or advice of the supervisor.

The following forms are provided.

Classroom Supervision: Preliminary to Observation Form

Classroom Supervision: Summary Report of a Classroom Visitation

Teacher Behavior Supervisory Guide

Student Behavior Supervisory Guide

Small Group Discussion Supervisory Guide

Questioning Supervisory Guide

Questioning: Introduction to the Supervisory Guide

Classroom Supervision: Preliminary to Observation Form--to be completed by the teacher

I. OBJECTIVES

A. Objectives of the Class - what do you expect the students to be able to do as a result of this class? State your objectives as precisely as possible in performance terms.

1.

2.

3.

etc.

II. ACTIVITIES

What activities have you planned for this class-what will you and the students do? Include time division, if appropriate.

III. EVALUATION

How do you intend to evaluate whether these objectives have been achieved--either immediately or over a longer period of time?

Classroom Supervision: Summary Report of a Classroom Visitation

Class (year, section, subject)_____Teacher observed_____

In as specific manner as possible, please comment on

A. the adequacy of the completed PRELIMINARY TO OBSERVATION FORM

B. the focus of your observation of the class; concretely what happened in the class; your analysis

C. the major points raised in the conference with the teacher; the teacher's and your conclusions

D. degree to which the stated objectives of the class were achieved

completely mostly partially minimally not-at-all

E. your overall evaluation of the class--excellent superior good adequate below-average

F. written summary observation:

date_____semester_____signed_____

*please attach teacher's PRELIMINARY TO OBSERVATION FORM

data - record as much as possible; focus on recurrent patterns

general question: what did the teacher do during the class?

1. verbal communication

   a. voice--tone, volume?

   b. use following coding system to record what the teacher was doing in terms of talking, questioning, responding (include times - 2 min, 30 sec, e.g., where appropriate)

      S = makes a statement
      Q = asks a question
      R = responds to a question

2. nonverbal communication - facial expressions, gestures, body movement position in the classroom, use of blackboard, etc.

3. some specific points:

   a. response to students -- level of attention to the student, evidence of understanding their questions, responses, etc.

   b. data from which inferences on student-teacher relationship might be drawn

   c. reinforcement--how does the teacher demonstrate reinforcement--approval or disapproval of student responses (what expressions, verbal or nonverbal are used)?

N.B. It is very important that you write down instances of what you have observed--exact expressions or interchanges which illustrate what you have observed; the teacher can relate to these concrete descriptions better than to generalizations drawn from them.

data - record as much as possible; focus on recurrent patterns

general question - what did the students do during the class?

specific

1. draw a grid of the class with a block of space for each student; fill in the names where possible; record for each student:

   S = makes statement
   Q = asks question
   R = gives response

2. observe and record interactional patterns

   t----s s-----t s-----s

   (in the first, teacher is initiator; in the second, the student is the initiator; in the third, student interacts without referring comments "through" the teacher)

3. note

   a. the extent of student responses - how long did students talk? e.g., how many responses were over 30 seconds?

   b. extent of student participation - were some students uninvolved? did some students over participate?

Focus: Small Group Discussion
Supervisory Guide

OBJECTIVES - were the objectives of the dicussion

1. known to both teacher and students from the start?
2. kept clearly in focus throughout?
3. achieved by the end of the discussion?

CONTEXT - did the discussion have

1. a well defined context - clear general context out of which a more specific problem arose?
2. a precisely stated problem or question?
3. proper structural arrangements, i.e., physical arrangements designed to promote the desired interaction?

PROCEDURES - in the discussion did the participants

1. stay on the topic under discussion?
2. listen carefully to one another?
3. relate what they had to say to what the previous speaker said?
4. document what they had to say by reference to the common knowledge or experience?
5. observe the rule of only one person speaking at a time?

MODERATOR - did the moderator

1. remain clearly in charge but unobtrusive?
2. attempt to involve everyone in the discussion?
3. periodically clarify the state of the question?
4. summarize conclusions - throughout but particularly at the end of the discussion?

(N.B. It is important to note down specific examples.)

Focus: Questioning
Supervisory Guide

It is important to record as much data as possible; you may wish to use a separate sheet.

1. predominate questioning format used by teacher

2. attention of other students to responses

3. person(s) to whom responses were directed

4. number, frequency and pattern of student responses

TEACHER

5. sequence of questions and responses

6. cognitive level of questions and responses

7. summary observations of 'expectations' set by the teacher's questioning patterns

Questioning:
Introduction to the
Supervisory Guide

I. ASSUMPTIONS

1. One of the primary functions of a teacher is to 'set expectations' for what happens in his or her classroom. The teacher, through his expectations, controls (or at least establishes the guidelines) for both the disciplinary and academic tone of his classes. Anyone who has visited the same group of students when they are being taught by different teachers has noticed this. The variable is not the student group but the teacher and, more specifically, his expectations of the students.

2. One of the primary ways in which the teacher sets expectations is by his questions. More often than not, a teacher adopts a 'pattern' of questioning which seldom varies.

3. By helping the teacher understand his questioning behavior, you can help him to reflect on whether the pattern he has established fits the objectives he wishes to achieve. More often than not, the teacher has not directed his attention explicitly to his questioning patterns. By exploring with the teacher the expectations he is setting up for his students you can help him see the kind of atmosphere he is providing for the students and give him, in a preliminary way, some hints on how he might shift his questions and expectations, should that seem more appropriate to him.

II. ASPECTS OF QUESTIONING PATTERNS

I would suggest that you might observe a class with either one or all or any combination of these aspects of questioning in mind.

N.B. It is important to write down examples of questions or patterns as they occur.

1. what format does the teacher use predominately and what expectations does he set up through the use of this format? There are three standard patterns:

a. "who knows the answer?" - expectations of students are that only volunteers will be called upon; other students will not be called on;

b. "John, what is the answer?" - one student has been singled out; other students may relax unless John does not know the answer.

c. "what is the answer (pause) - John?" - each student must prepare to answer the question because he may be called on.

Usually a teacher will answer practically all of his questions using one of these three formats; the students will adjust their behavior to the expectations that this format demands of them.

2. are other students attentive? - when a student is responding to a question of a teacher, are other students attentive to the student response? Once a student is called upon, frequently other students lose interest. Their attention can be maintained:

a. by occasionally or regularly interrupting respondents and asking another student to continue with the rest of the answer, or

b. by asking another student for a judgment on whether the respondent's answer was correct or complete, or for his reaction to the response.

3. whom are responses directed to? Often students work on the assumption that only what they say to the teacher or only what the teacher says is important; what other students say can be ignored. A teacher can work against these assumptions by expecting that other students will listen to students when they speak or respond. The teacher can set this expectation by using the two devices mentioned under #2.

4. who is asked to respond? Response charts usually show that the pattern of participation in a class is uneven. Sometimes teachers never call on any student in the first two rows; or never look to their right or to the back of the room. A carefully compiled response chart will often reveal the teacher's pattern of questioning and show him where he tends to concentrate his questions.

5. what is the sequence of question and response? Some teachers ask questions which demand a single response; other teachers ask questions which expect a series of responses. By recording the sequence of questions and responses, you can reveal to the teacher what pattern he is using - e.g., TQ/SR/SR/SR/SQ/TR/TQ/SR/SR/ vs TQ/SR/TQ/SR/TQ/SR.* Teachers tend to expect either a response or a series of responses. Recording the sequence of questions and answers can explicitate for the teacher what his pattern is. It is also valuable to note the length of student responses where this is possible.

* T=Teacher; S=Student; R=Response; Q=Question

6. what is the cognitive level of the questions asked by the teacher? You will recall that the six cognitive levels proposed by Bloom and widely used in educational circles are:

Least Complex

1. Knowledge--ability to recall information from memory. Knowledge of specific facts, definitions, symbols, forms, conventions, and steps in a process.

2. Comprehension--understanding. Ability to translate, rephrase, interpret, recognize essentials, extrapolate or recognize implications and limitations.

3. Application--transfer. Ability to use knowledge and understanding in a novel situation to solve problems.

4. Analysis--breaking a whole into its elements. Analysis of relationships or organizational principles.

5. Synthesis--putting together elements and parts to form a new whole.

Most Complex

6. Evaluation--making judgments in a field using internal evidence or external standards.

It is very important and helpful for a teacher to have someone help him analyze the level at which his questions are aimed. It may be simpler to divide the type of questions the teacher is asking into two categories:

1. basic - questions focusing on recall or understanding.

2. more sophisticated - questions which require the student to 'think' -- to use something he is expected to know a)applying it to a different situation, b) analyzing a problem or solution, c) making evaluative judgments on ideas or statements, or d) combining things he knows to come up with something different and new.

It is important that you write down for the teachers example of both types of questions as he used them and give him some indication of the frequency or the proportion of higher or lower level questions.